# Ice Age 3

**AOs Physical World**

**Making Sense of Planet Earth & Beyond**

Level 2

Investigate the weather and patterns and consider how these affect the earth and it's people.

Level 3

Investigate the weather and it's impact on the water cycle.

**Making Sense of the Physical World**

Level 3

Investigate and describe their ideas about the weather.

**Other Learning Areas**

Topic is integrated into literacy (Reading, Written & Oral) and numeracy ( Measurement & Temperature)

**Key Competencies**

Managing Self
Thinking
Relating to others
Language Symbols & texts

**Learning Outcomes:**

Students will be able to:

- Use graphic organisers to sort/order ideas (KWS, Think-Pair-Share, PMI, Venn Diagram, Y chart).
- Read and interpret a weather map.
- Recognise the language, symbols and text used in weather forecasting.
- Compare modern weather forecasting with traditional methods of forecasting.
- Manage selves by developing a timeline of work needed to be completed.
- Create an ICT presentation on weather presenting (podcast, movie, glogster, animation, wiki, web 2.0 tools).
- Develop success criteria on oral presentation.
- Evaluate and reflect upon their learning.

Assessment Task:

- Y Chart on what students know about weather.
- Peer assessment using students own success criteria on oral presentation.

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Lesson Sequence:

1: SPARK: Ice Age 2.

2: Introduce students to background information on the question, “What is weather?” Key words; atmosphere (kohauhau), temperature (pamahana), air pressure (pehanga hau), moisture (hauku), cloudiness (tamaru), sunshine (whiti nga o te ra), wind (hau) and rainfall (ua).

3: Develop research questions using KWS Chart from one of the above key words.

a: Create a weather word wall (wordle). Post the words from the weather word sort and challenge students to find and post the definitions.Have index cards available for students to add weather words (and their definitions!) to the word wall as they learn them. Invite students to try the weather word search at:
http://kids.nationalgeographic.com/Games/PuzzlesQuizzes/Weather-word-search

b: Start a weather photo album – Invite students to bring in pictures of different types of weather. It’s especially fun if they are in the pictures! You can find great online pictures at: http://www.photolib.noaa.gov/nssl/

c: Research alternative methods of weather forecasting and compare these to today using a Venn Diagram. (Numeracy)

4: Develop time line to complete above task (one week).

5: Share findings to peers/class. Use Think-Peer-Share Organiser, ICT, glogster. (Oral Language)

6: View a range of TV weather presentations. (Visual Language)

7: Create a criteria on weather presentations. (Written Language).

8: Movie making. (Written, Oral and Visual language, Reading)
a: Set up co-operative groups based on grouping criteria.
b: Assign roles
c: Develop script
d: Create backdrop and setting
e: Create Keynote presentation of weather
f: Make a movie of the weather presentation.
g: Reflect and evaluate using success criteria on presentations.

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Resources

http://www.naschools.net/teachers/roSmith5/weather.htm

http://www.teachers.tv/video/40342

http://metservice.com/national/?alias=home

Glossary of Meteorological Terms
http://www.teachers.tv/video/2577

Global weather changes

http://news.bbc.co.uk/weather/

http://www.wildwildweather.com/

http://www.theweatherchannelkids.com/

http://egsc.usgs.gov/isb/pubs/teachers-packets/globalchange/globalhtml/

http://www.fi.edu/weather/todo/todo.html)

http://content.scholastic.com/browse/article.jsp?id=5182

http://www.bbc.co.uk/weather/world/
http://www.weather.com/common/welcomepage/world.html
http://www.worldweather.org/

http://teacher.scholastic.com/activities/wwatch/investigate/weather_maker.htm

air pressure resources:
http://eo.ucar.edu/webweather/basic.html
http://library.thinkquest.org/C0112425/child_airp_1.htm
http://kids.earth.nasa.gov/archive/air_pressure/
http://www.edheads.org/activities/weather/glossary.htm#t1
http://www.factmonster.com/ipka/A0769510.html

temperature:
http://www.edheads.org/activities/weather/glossary.htm#t1
http://www.kidsgeo.com/geography-for-kids/0074-latitude-effects-temperature.php
http://eo.ucar.edu/webweather/basic.html
http://funphysics.jpl.nasa.gov/adventures/temperature-game.html

humidity:
http://www.kidsgeo.com/geography-for-kids/0106-humidity.php (with song!)
http://www.factmonster.com/ipka/A0769510.html
http://library.thinkquest.org/C0112425/child_airm_wa_1.htm#3
http://www.wildwildweather.com/humidity.htm
http://www.bbc.co.uk/weather/weatherwise/activities/weatherstation/humidity_what.shtml

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http://www.saskschools.ca/curr_content/mathcatch/mainpages/assess_tools/exit_cards1.html)

http://www.bbc.co.uk/schools/whatisweather/weatherandpeople/index.shtml

http://www.edheads.org/activities/weather/index.htm

http://www.on.ec.gc.ca/greatlakeskids/glk-video-e.html

http://www.on.ec.gc.ca/skywatchers/ontario/wx_office_tour/outside_e.html

http://www.edheads.org/activities/weather/index.htm

School Journals

Rainy Season Pt3 no 3 2009
It's Snowing Pt2 no 2 2006
Cyclone Tokoturu Pt1 no 2 2006
JJ No 32 Weather Rhymes
World's Water Running Out Pt 2 no1 2007
Weather Watching: Nelson Focus

Search Journal Surf for more texts.
Cyclone 91 Pt 4.2
Gisborne Floods 90 YPW
Lucky -or unlucky 90 Pt 2.2
Southern Quest (part 2)
Shipwrecked in the pack ice 90 Pt 4.2
The worst has happened 94 Pt 2.2
Rain in the hills 90 Pt 1.1
The Greenhouse effect 94 Pt 3.1
After the Storm 92 Pt 2.2
Clouds (poem) 90 Pt 1.4
Rain in the hills 90 Pt 1.1
Whirlwind 90 Pt 1.1

Large Books

Hot and Cold Weather
The Four Seasons

Building Science Concepts

Spring is a Season
Storms
Water & Weathering
The Air Around Us

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# Predicting the Weather

**Subject(s):**

- Science/Meteorology

**Description:**

Weather forecasting can be a very fun activity for children because weather is something that they have observed and will continue to observe throughout their lifetime. Understanding how weather predicts our daily activities can be useful to everyone. This lesson will introduce children to weather vocabulary and symbols that will enable them to read a weather map and produce a forecast.

**Goal:**

Students will understand the basic concepts and terms associated with forecasting the weather.

**Objectives:**

- 
- Students will correctly display the daily forecast each morning that they have researched either using the newspaper, internet sites, or weather reports from the television news.
- Students will write up a weather prediction for the next day for one week.

**Background Information:**

This activity should be done with children in pairs or groups and each pair / group should do the activities for one week. You will need to introduce or review what each of your weather symbols means. For example, if the forecast for the day is rain, then the children will use the umbrella and rain drops to attach to the map.

**Concepts:**

Students will be able to:

1. 
2. Understand weather vocabulary used in weather forecasting.
3. Experience writing a weather forecast.

**Materials:**

1 large laminated map of your state

laminated weather symbols ( These will depend on what you want the students to learn. They could include such symbols as a sun, clouds, an umbrella with raindrops, snow flakes, etc.... )

masking tape

weather reports from the newspaper

paper

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pencils

**Procedures:**

1.
2. Construct the map and symbols before beginning the activity. The teacher can do this alone or have the children help.
3. Display the map somewhere in the room that will be accessible for the children. Have a basket to hold the symbols and tape.
4. Assign pairs or groups.
5. Each morning have the group research the day. Use forecast and then, using the weather symbols, tape the correct one for the day on the map. (ie: If it is going to be sunny all day, then only the sun would be needed.)
6. By the end of the day have the same group write up a prediction for tomorrow. This can be based on research or by simply guessing.
7. At the end of each week, when the group has finished, determine how many times their predictions were correct.

**Assessment:**

There are many cross curricular activities that can be done using this lesson. Math- you can have the children chart or graph the number of correct predictions they made and compare them with other groups. Art- each child could make their own map and symbols and continue this activity at home. Writing- each child could write an essay on what they think would happen if their was no such thing as a weather person. The activities are endless.